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ABSTRACT

Identification of problems encountered by the Office of Indian Education (OIE) and development of recommendations to improve administrative and programmatic effectiveness of OIE were goals of this study, prepared by a team from the National Advisory Council on Indian Education (NACIE). Information for evaluation was obtained from 20 survey forms completed by OIE staff; selected newspaper articles, correspondence, memos and related materials; and interviews with 24 legislators and educators. Problems reported, OIE responses, and NACIE recommendations were detailed for: staffing; grants review process; contracts and grant awards; personnel (exit interviews, job descriptions, interpersonal/communications problems, career development); OIE's mission, purpose, goals, objectives and philosophy; programmatic services; management practices; space shortages; external relations; staff relationships; code of ethics; internal management; and internal budget. Conclusions were: to evaluate OIE's credibility, effectiveness, accountability and responsiveness, NACIE should devise a periodic process to review OIE's progress in the Department of Education (ED); to clarify OIE's role and improve its visibility, NACIE should initiate activities within ED, OIE, and the House Education and Labor Committee. Appendices include: history of NACIE; NACIE model and survey form and list of data sources used for this study; agenda for NACIE study team; and NACIE Presidential appointees. (AW)

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February 1981

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An Administrative and Programmatic Study
of the Office of Indian Education
U.S. Department of Education

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Presented to

The Congress of the United States and the Secretary of Education

Washington, D.C.

RC 012956

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February 1981

An Administrative
and Programmatic Study
of the Office of Indian Education
U.S. Department of Education

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Prepared by

The National Advisory Council on Indian Education

Washington, D.C.

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1.0 INTRODUCTION

The National Advisory Council on Indian Education was created by Public Law 92-318, the Indian Education Act of 1972. Section 442 of the law, which established the Council, states that the Council shall consist of 15 members who are Indians and Alaskan Natives to be appointed by the President of the United States. The appointments are made by the President from a list of nominees furnished by Indian Tribes and Organizations. Indian appointees represent diverse geographic areas of the country. Specifically, the law states as follows:

> (b) The National Council shall—
>
> (1) advise the Secretary of Education with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children or adults participate from which they can benefit, including Title III of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), as added by this Act, and section 810, Title VIII of the Elementary and Secondary Education Act of 1965, as added by this Act and with respect to adequate funding thereof;
>
> (2) review applications for assistance under Title III of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress), as added by this Act, section 810 of Title VIII of the Elementary and Secondary Education Act of 1965, as added by this Act, and section 314 of the Adult Education Act, as added by this Act, and make recommendations to the Secretary with respect to their approval;
>
> *(3) evaluate programs and projects carried out under any program of the Department of Education, in which Indian children or adults can participate or from which they can benefit and disseminate the results of such evaluations;

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* This section has not been resolved regarding the status and role of the National Advisory Council on Indian Education with regard to the Department of Health and Human Resources. Public Law 92-318 states that the Council shall ". . . evaluate program and projects of the Department of Health, Education and Welfare . . .".

(4) provide technical assistance to local educational agencies and to Indian educational agencies, institutions and organizations to assist them in improving the education of Indian children;

(5) assist the Secretary in developing criteria and regulations for the administration and evaluation of grants made under section 303(b) of the Act of September 30, 1950 (Public Law 874, Eighty-first Congress); and,

(6) to submit to the Congress not later than March 31 of each year a report on its activities, which shall include any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate, or from which they can benefit, which report shall include statement of the National Council's recommendations to the Secretary with respect to the funding of any such programs.

(c) With respect to functions of the National Council stated in clauses (2),(3) and (4) of subsection (b), the National Council is authorized to contract with any public or private nonprofit agency, institution or organization for assistance in carrying out such functions.

(d) From the sums appropriated pursuant to section 400(c) of the General Education Provisions Act which are available for the purposes of section 411 of such Act and for part D of such Act, the Secretary shall make available such sums as may be necessary to enable the National Council to carry out its functions under this section. (SEE: Appendix A for a brief history of the National Advisory Council on Indian Education.)

2.0 STATEMENT OF PURPOSE

The purpose of this study, undertaken by the National Advisory Council of Indian Education is to comply with the mandate of the U.S. Congress as stated in Public Law 92-318, section 442(b), (1) and (3) identified above. Specifically, the Council has been mandated to advise both the U.S. Congress and Secretary of Education regarding the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children or adults participate or from which they can benefit and, to evaluate program and projects carried

out under any program of the Department of Education in which Indian children or adults can participate or from which they can benefit and disseminate the results of such evaluations.

3.0 RELATIONSHIP OF THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION TO THE U.S. CONGRESS AND THE EXECUTIVE BRANCH

As indicated in figure number 1 on the following page, the National Advisory Council on Indian Education derives its authority directly from the Congress of the United States via Public Law 92-318, Part D, section 442, known as the Indian Education Act of 1972, as represented by the arrow labeled, "Public Law 92-318."

The Council has the responsibility of submitting an annual report of its yearly activities to the U.S. Congress as indicated in the arrow labeled, "Annual Report to the Congress." As indicated in the three boxes linked to the diamond identified as "United States Congress," the Council interacts closely with the following three committees:

(1) The Committee on Education and Labor,
U.S. House of Representatives

(2) The Committee on Labor and Human Resources,
U.S. Senate

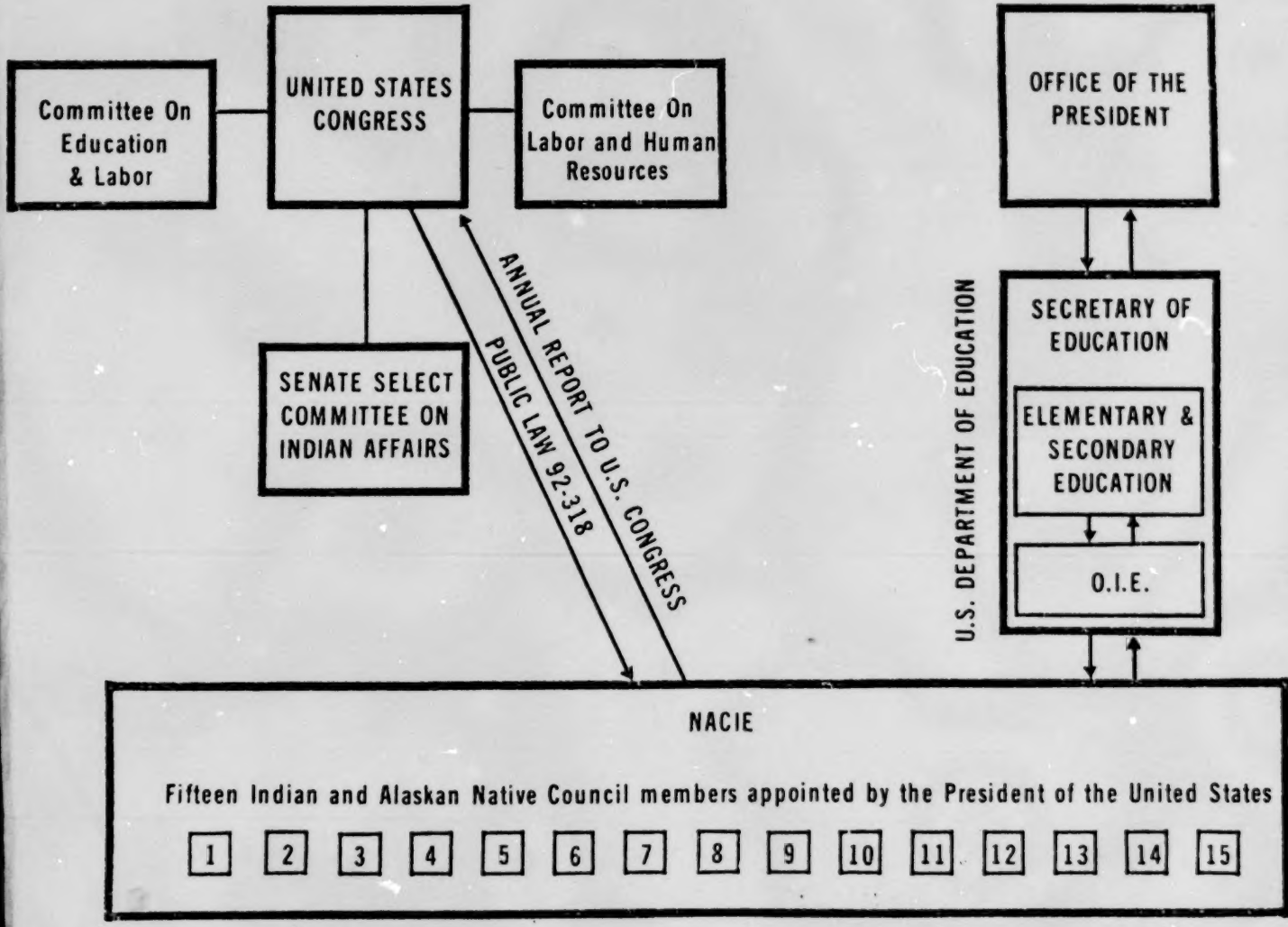
(3) The Senate Select Committee on Indian Affairs,
U.S. Senate

In addition, the Council presents annual testimony before the Appropriations Committees of the U.S. Senate and U.S. House of Representatives relative to the Council budget request for the following year.

On the right side of figure number 1, one finds two arrows. The first arrow from the block labeled "NACIE" illustrates our relationship to the Executive Branch of the Federal Government and, ultimately to the

FIGURE NO. 1

THE RELATIONSHIP OF THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION TO THE U.S. CONGRESS AND THE EXECUTIVE BRANCH


Committee On Education & Labor
UNITED STATES CONGRESS
Committee On Labor and Human Resources
SENATE SELECT COMMITTEE ON INDIAN AFFAIRS
ANNUAL REPORT TO U.S. CONGRESS
PUBLIC LAW 92-318
OFFICE OF THE PRESIDENT
U.S. DEPARTMENT OF EDUCATION
SECRETARY OF EDUCATION
ELEMENTARY & SECONDARY EDUCATION
O.I.E.
NACIE
Fifteen Indian and Alaskan Native Council members appointed by the President of the United States
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

President of the United States. Our primary responsibility, of course, is to advise the Secretary of Education with regard to the administration of educational programs designed to meet the needs of Indian children and adults in the United States, which are managed by the Office of Indian Education. With the creation of the new Department of Education, the Office of Indian Education was placed under the jurisdiction of the Office of the Assistant Secretary for Elementary and Secondary Education. The top Indian administrator holds the position of the Deputy Assistant Secretary for Indian Education and reports directly to the Assistant Secretary for Elementary and Secondary Education. The Assistant Secretary of Elementary and Secondary Education reports to the Secretary of Education, who in turn reports to the President of the United States.

Advice generated from the Council regarding Indian educational programs managed by the Office of Indian Education is sent directly to the Secretary of Education.

In the arrow which emanates from the diamond identified as "The President of the United States" to the U.S. Department of Education, the Office of Elementary and Secondary Education, the Office of Indian Education, to the box identified as "NACIE" represents the fact that the Council is an Executive Agency of the Federal Government. All fifteen members of the Council are appointed by the President of the United States, and represent Indian and Alaskan Native people who reside throughout the United States.

4.0 STUDY TEAM PROCEDURES

As identified in P.L. 92-318, the Indian Education Act of 1972, one

of the primary functions of the National Advisory Council on Indian Education is to advise the Commissioner of Education, now the Secretary of Education with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children or adults participate from which they can benefit. The "NACIE Study Team" which conducted this administrative and programmatic study of the Office of Indian Education at the U.S. Department of Education was created to respond to this mandate of the Congress by motion #6 of the Council which was passed unanimously on July 20, 1980, at our full Council meeting in Rapid City, South Dakota.

The purpose of this study is to provide the Congress of the United States with an objective assessment of the administrative and programmatic effectiveness of the Office of Indian Education in August 1980. The goal of this study team is to identify problems currently encountered by the Office of Indian Education and to submit recommendations to improve the administrative and programmatic effectiveness of that office.

A generic study model was developed by Mr. Francis McKinley and Ms. Joy Hanley, members of the National Advisory Council on Indian Education, for the purpose of assisting the study team in the development of methodological procedures (SEE: Appendix B). The procedures include:

1. Data collection
2. Review and analysis of the data by the study team
3. Draft of the findings and recommendations
4. Review by members of the NACIE
5. Final report adopted by the NACIE
6. Finally adopted report forwarded to Congress

A survey form was developed by Dr. Robert J. Swan, Chairperson of the National Advisory Council on Indian Education, for the purpose of surveying

staff members currently employed at the Office of Indian Education (SEE: Appendix C). Thirty-seven (37) survey forms were distributed for completion to the staff of the Office of Indian Education during the week of August 18-24, 1980. Twenty (20) completed survey forms were returned for analysis and compilation by the study team.

During the week of August 18-24, 1980, the study team reviewed numerous documents requested by the National Advisory Council on Indian Education, each of which is identified in the document reference list (SEE: Appendix D). In addition to the review of documents and staff survey results, the study team also conducted interviews with 24 of the people identified, including:

1. Honorable Dale Kildee (D-Mich.), U.S. House of Representatives; House Committee on Education and Labor;

2. Dr. Thomas Minter, Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education'

3. Dr. Gerald Gipp, Deputy Assistant Secretary for Indian Education, U.S. Department of Education;

4. Office of Indian Education Branch Managers and Staff; (SEE: Appendix E)

5. Mr. Alan Lovesee and Mr. Jeff McFarland, Staff for Committee on Education and Labor, U.S. House of Representatives;

6. Ms. Marsha Linder, Legislative Assistant;

7. Mr. Byron Nielson, Staff, House Committee on Appropriations;

8. Ms. Jo Jo Hunt, Counsel, Senate Select Committee on Indian Affairs, U.S. Senate; and,

9. Other people identified in Appendix E

Following the formal study conducted during the week of August 18-24, 1980, several members of the study team remained in Washington, D.C., for the purpose of writing the first draft of the report. The first draft was typed and sent immediately to the entire "NACIE Study Team" for their review. After this review had been completed, the Study Team Director, Dr. Helen Marie Redbird, in consultation with the study team members and the Executive Director, identified the need for a second study team meeting for the purpose of refining the first draft of the report. Therefore, with approval of the Executive Committee, a second study team meeting was convened in Great Falls, Montana, on September 25-26, 1980. At that meeting, the first draft was thoroughly studied and refined for formal presentation to the entire National Advisory Council on Indian Education on October 17, 1980, at the Dallas Council meeting, Dallas, Texas, for the purpose of final Council review and approval.

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5.0 FINDINGS AND RECOMMENDATIONS

These findings are brief and are based upon objective data which are supported by the documents listed in Appendix D. The recommendations for resolution of the findings have also been provided. However, it must be noted that the Office of Indian Education, at the time of the study, was taking steps to resolve many of the problems cited herein and, since then, has taken further actions to correct and remedy a majority of the study findings. We have, therefore, given the Office of Indian Education an opportunity to respond. The OIE responses follow each category of findings and recommendations.

5.1 STAFFING

A) First Finding

(62)

1. The Office of Indian Education is understaffed. Fifty-seven (57) positions are authorized; currently operating with 44 slots; 38 are actually working in the Office of Indian Education; 3 personnel are on detail; and, 3 personnel are on leave without pay for various medical and educational reasons.

Recommendations

1. Thirteen (13) vacant positions be filled immediately by qualified permanent employees.

2. Personnel on detail from the Office of Indian Education should be replaced by qualified permanent employees immediately.

OIE RESPONSE

The Department of Education has taken the preliminary actions necessary to hire 12 permanent part-time Education Program Specialists. Initial recommendations for selection have been made for five persons at the GS-12 level, two at the GS-11 level and five at the GS-9 level. These selections are subject to certification and approval by the Office of Personnel Management.

Since persons on detail still maintain their positions of record within OIE, any replacement named to those vacated positions would similarly be by detail. However, through the placement in other positions of some of those now on detail and the return of others, we

expect that these positions will be staffed on a permanent basis by the end of January 1981.

B) Second Finding

1. Deputy Assistant Secretary for Indian Education has had no secretary since the early part of May 1980.

Recommendation

1. This position should be filled immediately by a qualified permanent employee.

OIE RESPONSE

On Monday, October 20, 1980, Mrs. Pat Hall joined the OIE staff as secretary to the Deputy Assistant Secretary for Indian Education.

C) Third Finding

1. The Director of the Division of Special Programs and Projects has been on detail since March 1, 1979, until the present. The Director of the Division of Special Programs and Projects requested transfer to another program within the Department of Education.

Recommendation

1. The Director of the Division of Special Programs and Projects be transferred immediately.

5.2 GRANTS REVIEW PROCESS

A) First Finding

1. The grant review process for FY '80 was late for Parts A, B and C. Delay in grant review process was a result of the amended changes of P.L. 95-561; development of proposed rules and regulations; clearance of final rules and regulations; form approval from Federal Education Data Acquisition Council; and, problems and time associated with the transition period for the new Department of Education (P.L. 95-40). Because of these reasons cited, not only was the Office of Indian Education late in the grant review process, but other programs within the Department of Education were

similarily affected. These programs are:

1) Consumer Education
2) Community Education
3) Metric Education
4) Emergency School Aid
5) Basic Skills
6) Bilingual Education
7) Women's Equity
8) Arts Education

Recommendations

1. The grant review process for all programs under Title IV, Parts A, B and C for FY '81 and future fiscal years be consummated in a timely fashion to conform to the usual school schedules.

2. Grant review process for all programs under the Department of Education be consummated in a timely fashion to conform to the usual school schedules.

OIE RESPONSE

The 1981 schedule for the Office of Indian Education will result in a return to the grant schedule followed in prior years. To date, the OIE has met all deadlines necessary to improve the timing of the award process. Applications are due in December for the discretionary programs and in January, for the Part A entitlement program. Grant awards will be made by the end of May to allow projects to begin July 1. Other Department of Education programs are also planning to return to schedules that are more convenient to school schedules.

B) Second Finding

1. Grant application process procedures for the Office of Indian Education discretionary programs were cited as a model process by the Inspector General in 1977.

Recommendation

1. Other discretionary programs in the Department of Education adopt similar application process procedures.

OIE RESPONSE

We assume that NACIE is referring to a procedure developed by the National Center for Educational Statistics and adopted by OIE for weighting field reader scores. The procedure, known as an "anchor system" is designed to mathematically adjust reader scores in cases in which there are so many applications that several panels of readers must be used. The system ensures that an application will not have a disadvantage, for example, by being reviewed by a panel that consistently gives low scores or, conversely, benefit by being in a panel that scores higher. We understand that other programs have adopted this or similar procedures.

c) Third Finding

1. Grant application process procedures such as the quality review form and program cost guide for the Office of Indian Education Part A programs were implemented during the grant application process without prior notice and instruction to local educational agencies and Indian parent committees.

Recommendations

1. Grant application process procedures for Part A programs should be publicized and reviewed in a timely fashion; technical assistance provided and, this process should not be changed during the grant application process.

2. The National Advisory Council on Indian Education must review and approve the Part A grant application process before it is implemented.

OIE RESPONSE

In 1980, a program cost guide was mailed to Part A grantees one month before 1980 applications were due. The guide was intended to help answer questions that arise when grantees are developing applications. An evaluation of that guide has shown that it was not as helpful as we had hoped and we have discontinued its use. Similarly, the quality review form was used for the first time with the 1980 applications. We are currently evaluating that form and its use and are

exploring the idea of returning to a system that combines: (1) an internal review of applications for completeness and quality; and, (2) a method of notifying applicants by letter or phone if changes or additions in their applications should be made. NACIE members were consulted in the reevaluations of both the cost guide and the quality review form.

For 1981, we have developed an Application and Procedures Guide for Part A Entitlement Grantees. The guide consists of a series of questions and answers to help grantees organize their projects. Drafts of the guide were shared with NACIE at its meeting in Dallas, Texas, and every attempt was made to include NACIE recommendations in the final draft. The guide was mailed out with the Part A applications in mid-November.

We will continue to consult with NACIE as we develop and and finalize the 1981 application review process for Part A. That process will be in place by January 1981.

5.3 CONTRACTS AND GRANT AWARDS

A) First Finding

1. The study team found no documentation of contracts abuse or backdating of grant award documents by the Office of Indian Education. Grant awards are made by grant award documents from Grant and Procurement Management Division and not by letter.

OIE RESPONSE

The OIE agrees that there has been no abuse of contracts and that there has been no backdating of grant award documents.

5.4 PERSONNEL

A) First Finding

1. There is no policy for exit staff interviews in the Department of Education which includes the Office of Indian Education.

Recommendation

1. The Department of Education establish an exit staff interview process.

OIE RESPONSE

According to the Acting Chief of the Employee Services Branch, the Education Department Policy is that employee exit interviews are available but not mandatory. The OIE agrees that exit interviews can be valuable and will remind staff members of the option.

B) Second Finding

1. All positions have written job descriptions. However, some written job descriptions in the Office of Indian Education are not current with the actual duties performed.

Recommendation

1. All job descriptions in the Office of Indian Education should be reviewed yearly and, where necessary, updated according to the duties performed.

OIE RESPONSE

As a part of the OIE's proposed reorganization plan, position descriptions are being rewritten to be consistent with the new staffing patterns. These will be reviewed annually to ensure relatedness of duties and updated, if necessary, to reflect changes.

C) Third Finding

1. There are interpersonal and communication problems between staff and management.

2. There are interpersonal and communications problems in staff to staff relationships.

Recommendation

1. Use of Civil Service Reform Act should be seriously considered as necessary for replacement, transfer or termination of employment.

OIE RESPONSE

Some staff members have requested transfers to other offices. To the extent possible, we are helping them find comparable positions and, indeed, some transfers have now taken place. We have not, to date, seen a need to begin termination procedures against anyone.

D) Fourth Finding

1. The Department of Education does not have a consistent policy regarding career development and upward mobility for staff.

Recommendations

1. Personnel in the 301 category should have an educational plan developed, implemented and monitored.

2. All senior level specialists should have a minimum of a B.A. degree, preferably in education. This should be a part of the job qualifications.

OIE RESPONSE

We have met with career development officials for the purpose of developing both career ladder positions and individual, job-related, educational development plans. Since the reorganization of OIE is imminent, we have decided to delay the career development activities until OIE staff members know exactly what positions they will occupy under the new structure. Once that has been determined, career counseling activities will include those people in the 301 series and all others who choose to receive the service.

Postings for education program specialist positions in OIE specify that applicants must have completed a full four-year college program and that people with master's or doctorate degrees are preferred.

5.5 OFFICE OF INDIAN EDUCATION'S MISSION, PURPOSE, GOALS, OBJECTIVES AND PHILOSOPHY

A) First Finding

1. The Office of Indian Education does not have a current statement of mission and purpose.

Recommendations

1. The Office of Indian Education develop a mission statement, purpose, goals and objectives immediately for the Office of Indian Education subject to review by the National Advisory Council on Indian Education.

2. The mission and purpose to reflect legislative intent and purpose of the Act.

OIE RESPONSE

OIE is proposing to reorganize. Once that reorganization is approved by the Office of Management and Budget, the plans for the new organization, together with a statement of mission, will be published in the Federal Register early in 1981. That statement will be consistent with our legislative mandate. We will be happy to have NACIE review it.

B) Second Finding

1. The Office of Indian Education does not have a statement of philosophy on Indian Education Act programs.

Recommendations

1. The Office of Indian Education develop a philosophy on Indian Education Act programs immediately for the Office of Indian Education subject to review by the National Advisory Council on Indian Education.

2. The philosophy to reflect current legislative intent and purpose.

3. All administrative policies should reflect policy implementation within legislative intent and purpose.

OIE RESPONSE

OIE believes that the intent and philosophy behind Indian Education Act programs is contained in the Indian Education Act legislation and accompanying Congressional reports. Of additional and very significant importance is the philosophy of Indian self-determination embodied in the Indian Self-Determination and Education Assistance Act. The OIE is guided by both pieces of legislation.

The spirit with which OIE implements these laws is apparent in the Indian Education Act regulations and in the annual budget submission to the Congressional appropriations committees.

OIE would be pleased to work with the National Advisory Council on Indian Education to develop a statement of philosophy that would be consistent with both these legislative and administrative policies. This will be especially important as we move closer to the 1983 reauthorization of the Indian Education Act.

5.6 PROGRAMMATIC SERVICES

Cost Guide

A) First Finding

1. The purpose and legal status of the program cost guide is unclear to staff and field.

Recommendations

1. The program cost guide should be clarified for use as a technical assistance tool to improve the quality and implementation of Part A programs.

2. Allowable and nonallowable activities outlined in the program cost guide should be based only upon federal statutes and regulations that pertain to Part A.

3. Intensive training should be provided by the Office of Indian Education to staff specialists on the use of program cost guide.

4. The program cost guide should be disseminated to local educational agencies and Indian parent committees prior to the Part A grant application process for FY '81.

5. The program cost guide should be reviewed and approved by the National Advisory Council on Indian Education prior to the FY '81 grant application process.

OIE RESPONSE

The program cost guide was developed to help grantees and OIE staff by setting forth consistent answers to questions regarding allowable activities in Part A grants. It was used for the first time in 1980 grant process. Subsequent to that process, the OIE conferred with a number of groups to ascertain whether or not the cost guide served its intended purpose. Those groups were NACIE, Part A staff, Part A grantees and Congressional committee staff. As a result of those consultations, we have decided that the cost guide will not be used further.

The OIE has developed instead, a Part A Application and Procedures Guide containing a series of questions and answers accompanied by appropriate citations to regulations. NACIE has reviewed drafts of this guide and we have tried to incorporate as many of its recommendations as possible. The guide was mailed out in mid-November with the Part A application forms.

Quality Review Form

A) First Finding

1. The intent of the quality review form was to improve the quality of Part A program management and evaluation design.

OIE RESPONSE

OIE concurs with this finding.

B) Second Finding

1. There was no advance notice given to the National Advisory Council on Indian Education, local educational agencies and Indian parent committees on the purpose of the quality review form before the Part A application review process. As a consequence, it was not

fully understood and caused much confusion between the local educational agencies and Indian parent committees.

Recommendations

1. The quality review form should be reviewed and approved by the National Advisory Council on Indian Education prior to the FY '81 grant application process.

2. The quality review form should be used in the future as a technical assistance tool to improve the programmatic aspects of Part A programs based only on Part A rules and regulations and EDGAR.

OIE RESPONSE

The OIE conferred with the same groups on the quality review form as it did on the cost guide. The form is currently being analyzed both in terms of its content and its use. We agree with NACIE that an application review form should be used in part as a technical assistance tool to improve quality and that the content of the form must be based on regulations. An application review process should assist OIE staff in determining whether applicants have met all legal requirements. Among those requirements is that Part A projects must "substantially increase the educational opportunities of Indian children" as mandated by the statute. In addition, we are exploring ways of providing additional technical assistance to LEA's (either during the application review process or after grants are awarded) to ensure that the educational program being offered through Part A is of the highest possible quality.

C) Third Finding

1. The Office of Indian Education management and staff were inconsistent in explaining and interpreting the requirements of the quality review form and, therefore, no uniform responses were given to the local educational agencies and Indian parent committees.

Recommendations

1. A uniform response checklist for the quality review form should be developed by the Office of Indian Education based only upon Part A

rules and regulations and EDGAR. This checklist should be disseminated to local educational agencies and Indian parent committees prior to the Part A application review process for FY '81.

2. Intensive training should be provided by the Office of Indian Education to staff specialists on the use of quality review forms and checklist.

OIE RESPONSE

Although we believe that in most cases information given to LEA's and parent committees was uniform, we agree and have testified before the Congress that there have been some inconsistencies in this area. We will, therefore, be providing training for our staff in many areas, including staff responsibilities and procedures in reviewing Part A entitlement grant applications. A checklist of legal requirements will be developed as part of the application review process. Although there was not time to send this list out to applicants before the application deadline date, it should pose no particular problems, since it will not contain any requirements that are not in the regulations or the application form. Training in the Part A application process will be conducted in January 1981.

5.7 MANAGEMENT

Management Practices

A) First Finding

1. Management practices such as telecon logs and policy on answering mail have been implemented in Part A but were lacking in Parts B and C.

Recommendation

1. A uniform policy for Parts B and C similar to Part A regarding office management practices should be adopted and implemented throughout the Office of Indian Education.

OIE RESPONSE

One of the reasons for the proposed OIE reorganization is the need for uniform management practices. The policies and procedures manual currently being developed for OIE staff will include policies on correspondence and telephone requests and will be implemented throughout the office. That manual should be completed by the end of January 1981.

5.8 SPACE

A) First Finding

1. Office space and file space is inadequate.

Recommendation

1. To be consistent with our recommendations regarding additional staff, additional office and file space should be allocated to the Office of Indian Education.

OIE RESPONSE

The OIE expects to have a Document Control Center in place and fully operational by December 1980. The center will be secured and will include four lektriever file cabinets which will be used to house all OIE grant award files. A permanent file clerk position has been authorized to manage the center. We expect the position to be filled by the middle of December. No additional office space will be made available.

5.9 EXTERNAL RELATIONS

Congress

A) First Finding

1. The Office of Indian Education has a policy regarding Congressional inquiries.

Recommendation

1. All Congressional inquiries should continue to be the responsibility of the Deputy Assistant Secretary for Indian Education.

OIE RESPONSE

The OIE agrees with the recommendation. It will continue to be OIE policy that all Congressional inquiries directed to OIE personnel concerning Indian education whether by phone or letter, must go through the Deputy Assistant Secretary for Indian Education. This policy will be emphasized to OIE staff in the policies and procedures manual.

Congressional Relations

A) First Finding

1. A communication problem exists among the Department of Education officials, the National Advisory Council on Indian Education and the Congressional officials.

Recommendation

1. An open communication system should be developed immediately among the three parties.

OIE RESPONSE

The OIE will be happy to cooperate with NACIE and the Congress in any efforts to improve communications.

Grievance Procedures

A) First Finding

1. All grievances filed against the Office of Indian Education management by August 20, 1980, have been settled to the satisfaction of the Office of Indian Education management and the grieving individuals.

Recommendation

1. Present official grievance procedures should continue.

OIE RESPONSE

The OIE will continue its efforts to strengthen union/management relations through discussion with union officials on matters affecting the welfare of OIE employees. The negotiated grievance procedures will be used in all applicable instances, consistent with the collective bargaining agreement.

Confidential Inspector General's Report, August 23, 1980

A) First Finding

1. Recommendations number one and three in the Inspector General's Report are designed to improve the administration of the Office of Indian Education.

Recommendation

1. The Department of Education should implement recommendations number one and three in the Inspector General's Report immediately.

OIE RESPONSE

Recommendations one and three have been implemented.

B) Second Finding

1. Recommendation number two in the Inspector General's Report in regards to resolving interpersonnel conflicts lacks sufficient data to implement.

2. Recommendation number two in the Inspector General's Report should be thoroughly studied and additional methods to resolve interpersonnel conflicts be implemented immediately.

OIE RESPONSE

The OIE agrees with the NACIE finding and recommendation.

National Advisory Council on Indian Education

A) First Finding

1. The National Advisory Council on Indian Education staff has not attended policy-making meetings with the Office of Indian Education management and staff on a regular basis due to the fact that such meetings have not been held on a regularly scheduled basis and at a specific time.

Recommendations

1. The Office of Indian Education should continue to brief the Executive Director of the National Advisory Council on Indian Education on policy regarding the Office of Indian Education on a weekly basis.

2. Future policy-making meetings conducted by the Office of Indian Education should adhere to a regular schedule with regard to the date and time of the meeting.

3. The Executive Director of the National Advisory Council on Indian Education should attend the regularly scheduled management staff meetings at the Office of Indian Education.

OIE RESPONSE

The Office of Indian Education agrees that it should return to the policy of having regularly scheduled management meetings. Beginning in 1981, the Deputy Assistant Secretary will hold weekly meetings with his management team. The Executive Director of NACIE will be invited to participate in these meetings on a regular basis. OIE will notify the Executive Director of any change in the established meeting schedule.

B) Second Finding

1. The National Advisory Council on Indian Education is not living up to their statutory requirements in their review of the operation

and administration of the Office of Indian Education because of budget limitations.

Recommendation

1. The National Advisory Council on Indian Education's budget should be increased immediately so that the National Advisory Council on Indian Education can meet all of their statutory responsibilities as outlined in Part D under P.L. 92-318 as amended.

OIE RESPONSE

The Department is aware of NACIE's request for additional funding and will consider that request as part of the regular budget development cycle. However, as a Presidentially appointed Council, NACIE has the authority to submit its request for funds directly to the Congress.

NACIE Selection

A) First Finding

1. All statutes regarding selection process of the National Advisory Council on Indian Education members were in accordance with federal statutes.

OIE RESPONSE

The OIE agrees with the NACIE finding that proper procedures are followed in the selection of NACIE members.

Dissemination of Information

A) First Finding

1. Dissemination of information regarding program policy, application process, rules and regulations is not being disseminated in a timely fashion.

Recommendation

1. A public affairs position be allocated to the Office of Indian Education for disseminating information.

OIE RESPONSE

The OIE does not have the authority to establish a public affairs position within OIE. All of these positions are centralized in the Office of Public Affairs which reports to the Secretary's office. Under our proposed reorganization however, one of the Special Assistants to the Deputy Assistant Secretary has duties that include public information. In addition, we hope to keep the public informed through our monthly newsletter and through participation of our staff members in state, regional and national conferences on Indian education. Finally, the establishment of our new regional centers should add greatly to the quality of dissemination efforts.

Conferences

A) First Finding

1. The Office of Indian Education staff at the direction of management holds technical assistance conferences in the field with all directors and parent chairpersons regarding pertinent Office of Indian Education rules, regulations and policies.

Recommendations

1. The Office of Indian Education staff, management and Technical Assistance Regional Centers should continue to hold informational conferences.

2. General information disseminated at Indian conferences by the Office of Indian Education should be disseminated in written form whenever possible.

OIE RESPONSE

The OIE agrees with this finding and the accompanying recommendations. In the school year 1980-81, there are no planned conferences or workshops to be sponsored by OIE. However, OIE sponsored and presented a series of workshops at the 1980 Conference of the National Indian Education Association. In addition, every effort is being made to send OIE staff members to all State-sponsored conferences on Indian Education. The five new regional centers are also holding a number of workshops within their regions.

5.10 STAFF RELATIONSHIPS

A) First Finding

1. Loss of grantee records has resulted in patterns of staff to staff dissension, patterns of inefficiency and public embarrassment to management and staff.

Recommendation

1. Security measures be implemented immediately to protect grantees' records and to protect management and staff.

OIE RESPONSE

As was previously mentioned in the response dealing with space, the OIE Document Control Center, which will be functional in January 1981, will be accountable for the security of all OIE grant award records.

5.11 CODE OF ETHICS

A) First Finding

1. The United States Government Code of Ethics has not been followed in two instances. First, some project proposal files and some of the information within such files has been misplaced. Second, unauthorized and incorrect information has been leaked to members of the press, creating an adverse and misleading impression of the management of the Office of Indian Educatin in the eyes of the public.

Recommendation

1. The United States Government Code of Ethics be followed and strictly enforced.

2. All staff be provided intensive training sessions on the Code of Ethics from the legal, educational and professional viewpoint to insure that the highest standards of professional behavior are adhered to.

OIE RESPONSE

It is true that there have been some staff problems in the past with misplaced files and with unauthorized and incorrect information being given to the press and others. We hope that some of the actions reported herein that have been taken by OIE will help to avoid repetition of these problems in the future. The Code of Ethics has been posted throughout the Department of Education and staff members have been reminded of the importance of following its principles.

5.12 INTERNAL MANAGEMENT

A) First Finding

1. The Office of Indian Education does not have the responsibility for coordination and linkage with all programs within the Department that concern Indian education.

Recommendation

1. The Office of Indian Education should be given the responsibility and staff to implement this coordination and linkage network.

OIE RESPONSE

The Office of Indian Education has been treating as a priority the effective implementation of its own internal management initiatives. From the Department perspective, Secretary Hufstedler has assigned one of her special assistants to work with OIE to effect improved coordination without adding a substantial additional burden which would divert OIE

staff resources from the important internal management initiatives. We also believe that such coordination efforts across program lines are more effective if directed from the Secretary's office.

B) Second Finding

1. The Department of Education does not have an official policy regarding Indian education.

Recommendation

1. The Department of Education, in consultation with Indian tribes and organizations, should develop a policy on Indian education taking into consideration the special and unique status of the American Indian.

OIE RESPONSE

The Under Secretary recently addressed the annual conference of the National Indian Education Association, publicly reaffirming the Department's respect for the unique status of the American Indian and identifying key policy themes for the future. The Department will focus on the need for futher policy development as part of the 1983 legislative reauthorization process.

5.13 INTERNAL BUDGET

A) First Finding

1. Under Title IV, P.L. 92-318 as amended, Parts B and C, there are numerous grant applications that go unfunded each year due to lack of funds.

Recommendation

1. The National Advisory Council on Indian Education recommends to the Secretary of Education that the budget for discretionary programs be increased immediately.

OIE RESPONSE

NACIE's budget recommendations have been given careful consideration as part of the FY 1982 budget development process. Further consideration of this issue will undoubtedly be given by the incoming Administration.

6.0 CONCLUSIONS AND SUMMARY

The findings and recommendations provide the basis for the following conclusions:

1. The credibility of the Office of Indian Education depends on the effectiveness of management and staff, the adequacy of the organizational structure within which they function, the accountability to its constituency for its programmatic and funding responsibilities, and timeliness with which its responsibilities are undertaken and met with respect to the diverse public it serves.
2. For the reasons given in conclusion one and in compliance with its mandate (Section 442, Part B), the National Advisory Council on Indian Education will devise a process by which a periodic review can be conducted of the progress of the Office of Indian Education in the newly structured Department of Education.
3. The study group rapidly became aware, there was little unanimity both externally and internally in the conceptualization, acceptance, and interpretation of the unique role and mission of the Office of Indian Education. One of the effects of this ambiguity is that for all intents and purposes, the Office of Indian Education is largely ignored outside of its immediate activities. In response to this situation and in order to be in compliance with Section 442, Part 3, the National Advisory Council on Indian Education will initiate activities with the Department of Education, the Office of Indian Education and the House Education and Labor Committee.

Our experiences in conducting this review and in writing this report have reaffirmed that good intentions are not sufficient to effect social change and provide educational access for the American Indian and Alaskan Native.

APPENDIX A

A BRIEF HISTORY OF THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

The National Advisory Council on Indian Education is unique, since it is the only organization in existence which has been formally established by the U.S. Congress for the express purpose of advising both the Congress and the President of the United States, via the Secretary of Education, U.S. Department of Education, with regard to the administration of any program in which Indian children or adults participate from which they can benefit.

The Council, which is an Executive Agency of the Federal Government, performs a major role in the field of Indian education by providing the following functions: (1) advises the Secretary of Education with respect to the administration of any program in which Indian children or adults participate from which they can benefit; (2) reviews applications for assistance and makes recommendations to the Secretary of Education with respect to their approval; (3) evaluates programs and projects carried out under any program of the Department of Health, Education and Welfare (i.e. Although it has not been clarified by the Congress, this language may now include the Department of Education and the Department of Health and Human Services) in which Indian children or adults can participate or from which they can benefit and disseminate the results of such evaluations; (4) provide technical assistance to local educational agencies and to Indian educational agencies, institutions and organizations to assist them in improving the education of the Indian children (i.e. The Council has never received sufficient financial and human resources to perform this function);

(5) assist the Secretary of Education in developing criteria and regulations for administration and evaluation of grants made under Public Law 81-874; and, (6) submits an annual report on its activities to the Congress of the United States, which includes recommendations for the improvement of Federal education programs in which Indian children and adults participate, or from which they can benefit, including a statement of the National Council's recommendations to the Secretary of Education with respect to the funding of any such programs.

The Council, as demonstrated above, has very broad authority via its Congressional mandate stated in Public Law 92-318, Part D, Sec. 441, the Indian Education Act of June 23, 1972. The effectiveness of the Council is related to the financial resources provided by the Congress.

In order to provide an overview of the work of the Council since its first year of operation in 1973, the themes of each of the seven annual reports to the Congress of the United States are identified below:

	Annual Reporting Year	Theme
(1)	1974 First Annual Report	We Only Want The Right To Live As Other Men Live
(2)	1975 Second Annual Report	Through Education; Self-Determination, A Bicentennial Goal For American Indians
(3)	1976 Third Annual Report	Indian Education: The Right To Be Indian
(4)	1977 Fourth Annual Report	An Indian Parental Responsibility: The Obligation To Determine An Indian Educational Destiny

(5)	1978 Fifth Annual Report	Coordination And Cooperation In Indian Education: An Energizing Phenomenon
(6)	1979 Sixth Annual Report	Indian Education is "Sui Generis": Of Its Own Kind
(7)	1980 Seventh Annual Report	Education For Indian Survival As A People: A Goal For The 1980's

On September 30, 1983, the current authority of the Indian Education Act, Public Law 92-318, as amended by Public Law 95-561, section 1150 (e) (2) will expire, including the authorization for the National Advisory Council on Indian Education, contained in the same Act. In preparation for the legislative recommendations to the U.S. Congress relative to the reauthorization of the entire Indian Education Act from the National Advisory Council on Indian Education, the Council scheduled two "preliminary hearings" on October 20-21, 1980, in Dallas, Texas. Additional hearings will be scheduled for FY 1981. Public testimony received at these important hearings will form a major part of the Council's formal recommendations to the Congress relative to the reauthorization of the Act.

APPENDIX B

NACIE STUDY MODEL
(used by the NACIE Study Team)

The seven charts attached hereto are metrics which are suggested as a model for use by the NACIE Study Team. The model is suggested as a tool to:

1. Identify purposes, goals, organizational structures and arrangements and, activities and programs conducted by OIE, indicating the past and present situations.

2. Identify and categorize problems that may constrain the OIE from conducting an effective administration and operation of programmatic services.

3. Assess the level and quality of guidance and technical assistance provided to Indian Education Act programs.

4. Identify and assess basic elements of controlling OIE operation, including:

    (a) standards that represent desired performance

    (b) comparison of actual operations against standards

    (c) corrective actions taken

5. Assist the Study Team in developing structured interview schedules or structured questionnaires.

6. Assist the Study Team in writing reports.

It should be noted that the model does not reflect every detail that must be considered. It is a guide, visually organized to assist the Study Team in developing the questions that need to be asked in order to identify the overall structure of OIE, its relationship, identifications of problems and constraints that prevents effective management and delivery of services.

Chart No. 1 shows the generic model for reviewing the OIE and IEA

programs from an internal and external focus. This matrix is comprehensive, as it includes outside relationships and influences.

Chart No. 2 shows the overall OIE and its various functions and levels of performance.

Charts No. 3, 4, 5 and 6 show the programmatic functions of Parts A, B and C and, the levels of performance.

Chart No. 7 is focused upon the OIE management of its program components, support services (Department of Education, NACIE, etc.), administration, evaluation and tasks involving organizing, planning, leading, measuring and controlling.

Some of the problems that has hampered effective administration and program delivery services appears to be centered upon personnel or staff.

This reminds us that management is a social process. It is a process because it comprises a series of actions that lead to the accomplishment of objectives. It is a social process because the actions are principally concerned with relations among people.

The overall task of management may be divided into four basic elements:

1. Organizing

   (a) assignment of tasks
   (b) coordination of tasks
   (c) social arrangements

2. Planning

   (a) clarification of objectives
   (b) goal setting for each operating accomplishment
   (c) establishment of policies for implementation
   (d) establishing standard methods to guide those who do the work
   (e) developing programs, strategies and schedules to keep the work moving toward the objectives

The planning process basically consists of stages for making specific decisions and involves:

(1) diagnosing the problem
(2) finding alternative solutions
(3) projecting the results of each alternative
(4) selecting the one course of action to be followed

3. Leading

(a) developing team effectiveness
(b) manager or supervisor behavior in a person to person relationship with subordinates

4. Measuring and Controlling

(a) measuring progress toward obje- .ions
(b) developing corrective actions

GENERIC MODEL
INDIAN EDUCATION ACT PROGRAMS
Chart 1

AREAS / CONTENT	INTERNAL		EXTERNAL		
	OIE	ED	Congress	Constituency	Other
• Purpose/Goals		Past and Present			
• Organizational Structure • Policies • Relationships • Constraints		Past and Present			
• Activities • Administration • Grants Mgmt • Programmatic • Quality Control/ Evaluation		Past and Present			
• Evaluation/ Summary					

O.I.E.

Chart 2

FUNCTIONS / CATEGORIES	PART A		PART B	PART C	ADMIN
	Area I	Area II			
• Purpose / Goals			Past and Present		
• Organizational Structure • Regulations • Policies • Constraints			Past and Present		
• Activities Programs			Past and Present		
• Evaluation / Summary					

Chart 3

FUNCTIONS / CATEGORIES	PART A Area I			
	Grants Processing	Monitoring	Technical Assistance	Administration
• Purpose/Goals				
• Organizational Structure • Policies • Regulations • Limitations or Constraints				
• Activities Programs				
• Evaluation/ Summary				

Chart 4

FUNCTIONS / CATEGORIES	PART A–Area II			
	Grants Processing	Monitoring	Technical Assistance	Administration
• Purpose/Goals				
• Organizational Structure • Policies • Regulations • Limitations or Constraints				
• Activities Programs				
• Evaluation/ Summary				

Chart 5

FUNCTIONS / CATEGORIES	PART B			
	Grants Processing	Monitoring	Technical Assistance	Administration
• Purpose/Goals				
• Organizational Structure • Policies • Regulations • Limitations or Constraints				
• Activities Programs				
• Evaluation/ Summary				

Chart 6

FUNCTIONS / CATEGORIES	PART C			
	Grants Processing	Monitoring	Technical Assistance	Administration
• Purpose/Goals				
• Organizational Structure • Policies • Regulations • Limitations or Constraints				
• Activities Programs				
• Evaluation/ Summary				

Generic Model

OIE Management

Chart 7

Functions / Tasks	OIE Management					
	Part A	Part B	Part C	Support Services	Administration	Evaluation
• Organizing (Social Arrangement)						
• Planning						
• Leading						
• Measuring and Controlling						

APPENDIX C

NATIONAL ADVISORY COUNCIL
ON INDIAN EDUCATION

REVIEW OF TITLE IV ADMINISTRATION
- STAFF SURVEY FORM -
AUGUST 18-22, 1980

NOTE TO RESPONDENT:

The NACIE is conducting an administrative and programmatic overview of the Office of Indian Education during the week of August 18-22, 1980. We are requesting that all staff cooperate with the NACIE Study Group by responding to this survey by Thursday, August 21, 1980. Your answers will be compiled with other staff responses in the study group's final report. However, individual responses will lose their identity and strict confidentiality will be adhered to. The results of this administrative and programmatic overview will be used to make recommendations to the Department of Education for improving the administration of the Office of Indian Education. Further, although your contribution is considered important to the development of a meaningful final report, your participation as a respondent is strictly voluntary.

We thank you in advance for your contribution to this process and look forward to gaining the kind of data from you that will enable us to strengthen our efforts in improving the quality of education for Indian children and adults.

Please check the appropriate office you are assigned to:

Part "A" Staff: _____

Part "B" Staff: _____

Part "C" Staff: _____

1. DO YOU HAVE A JOB DESCRIPTION THAT IS CURRENT?

   YES _____ NO _____

2. ARE THE RESPONSIBILITIES IN YOUR JOB DESCRIPTION SPELLED OUT IN WHAT YOU ACTUALLY DO?

   YES _____ NO _____

IF NOT, WHAT ADDITIONAL DUTIES ARE YOU REQUIRED TO PERFORM?

3. IF YOU HAD THE OPPORTUNITY TO CHANGE ANY OF THE ADMINISTRATIVE POLICIES AND PROCEDURES, WHAT CHANGES WOULD YOU MAKE?

4. ARE THERE ADEQUATE OPPORTUNITIES FOR PROMOTIONS?

YES _____ NO _____ NEVER PROMOTED _____

5. WHAT ARE THE MOST MOTIVATING FACTORS CONCERNING YOUR JOB?

6. WHAT ARE THE MOST DEPRESSING FACTORS CONCERNING YOUR JOB?

7. DO YOU HAVE ADEQUATE TRAINING OPPORTUNITIES?

   YES _____ NO _____

8. IN WHAT WAY(S) DO YOU THINK THE OFFICE OF INDIAN EDUCATION CAN BE MORE EFFECTIVE?

THANK YOU .....

*Please place and seal in an unmarked envelope and return to Dr. Helen Redbird by August 21, 1980.

APPENDIX D

DATA SOURCES CITED

PUBLISHED SOURCES

NEWSPAPER ARTICLES

37.1 August 1980, The Word monthly publication of AFGE Local 2607, The Union of the Federal Education Employees.

37.2 August 4, 1980, Department of Education Weekly. Department of Education Outlines Role in Supporting Native American Art.

37.3 August 16, 1980, Jack Anderson, Indian Education: Still In Shambles.

37.4 July 1980, Tulsa Indian News. Volume 9, Number 5, by the National Ad Hoc Group for Quality Indian Education.

UNPUBLISHED SOURCES

CORRESPONDENCE

February 14, 1980, January 29, 1980 and November 19, 1979, letters which include information on the OE506 Form. Three undated letters which include information on the OE506 Form.

August 4, 1980, letter to Dr. Gipp from Dr. Doss regarding National Advisory Council on Indian Education's review of the administration of the Office of Indian Education program.

August 6, 1980, letter to Dr. Gipp from Dr. Doss regarding requests for specific information.

August 8, 1980, transmittal letter from Judy Baker on The Program Management and Audit Component to Dr. Helen Marie Redbird.

August 11, 1980, letter to the Honorable Dale Kildee from Dr. Doss regarding the National Advisory Council on Indian Education's review of the administration of the Office of Indian Education programs.

August 18-22, 1980, official notes on data gathered according to the adapted and amended agenda.

August 20, 1980, letter from Chairman Perkins to Shirley M. Hufstedler, Secretary of Education, regarding the oversight hearing on September 5, 1980.

August 22, 1980, letter from Ronald P. Andrade, Executive Director, National Congress of American Indians, to Chairman Perkins regarding postponment of September 5, 1980, oversight hearings.

August 23, 1980, letter from Dr. Helen Marie Redbird to Chairman Perkins regarding postponment of September 5, 1980, oversight hearings.

Dr. Gipp's letter of clarification to Title IV, Part AFV80 applicants regarding the quality review form and including quality review form.

1980 notes on informal meeting between Dr. Minter and Congressman Kildee regarding the Office of Indian Education Management Practicum.

MEMOS

January 11, 1980, memo to Office of Indian Education Staff from Dr. Gipp on compensatory time and travel on weekends.

February 29, 1980, memo to Dr. Gipp thru John Tippiconic from Judy Baker on the Part A Status Report as of February 1980.

April 9, 1980, memo from John Tippiconic for Dr. Gipp on compensatory time and travel status. 3 pages.

April 14, 1980, memo from Dr. Gipp to Office of Indian Education on congressional inquiries.

June 13, 1980, memo to Dr. Thomas Minter from Dr. Gerald Gipp on request for organizational and staffing charts and, functional statements. Memo includes proposed reorganization for the Office of Indian Education.

July 7, 1980, memo and copy of telecon sheet to Part A staff from Judy Baker, Branch Chief, DLEAA on use of telecons. 2 pages.

Standards of Conduct, U.S. Department of Health, Education and Welfare, From HEW-539, Reprinted 10/75.

July 18, 1980, memo to all employees from Shirley M. Hufstedler on the Standards of Conduct and Conflicts of Interest. 8 pages. "This document summarizes the basic provision of the Federal conflict of interest criminal laws and the Department's Standards of Conduct Regulations that are applicable to Education employees (other than special government employees such as experts and consultants). The Department has published its Standards of Conduct Regulations in the Federal Register C34FR Part 73, May 9, 1980.

August 23, 1980, memo to Dr. Helen Marie Redbird (Confidential) from Dr. Gipp regarding Inspector General's Report on the Office of Indian Education.

1. January 22, 1980, confidential report to the file by Dr. Gipp regarding meeting with Libby Kelly and Carl Alex of the Inspector General's office. 1 page.

2. March 27, 1980, confidential statue report on the Management Problems in the Office of Indian Education by the Health Care and Systems Review Team. 2 pages.

3. Office of Inspector General's Review of the Office of Indian Education dated November 18, 1977. 9 pages.

4. (Missing) Missing report on Office of Inspector General's Review of Office of Indian Education dated November 18, 1977. 9 pages.

EXECUTIVE BRANCH

Congressional testimony regarding the Fiscal Year 1981 budget request of the National Advisory Council on Indian Education, February 25, 1980.

May 1980, Management Report, Office of Indian Education, Division of Local Educational Agency Assistance (Part A).

August 18-22, 1980, National Advisory Council on Indian Education. Review of Title IV Administration Questionnaire Data Compilation Sheet. 16 pages.

August 18-22, 1980, Agenda for the National Advisory Council on Indian Education Study Team.

August 18-22, 1980, Appointment list for the National Advisory Council on Indian Education Study Team.

August 18-22, 1980, National Advisory Council on Indian Education Survey Form (questionnaire form).

Management Notebook I from Judy Baker:

30.1 Congressional
30.2 Interim Staff Assignments
30.3 Program Cost Guides
30.4 Project Assessment
30.5 Team Concept
30.6 EDGAR (4/3/80)
30.7 Indian Education Act Regulations (5/21/80)

Management Notebook II from Frank Robinson (Executive Office), August 19, 1980:

31.1 Office of Indian Education Position Description
31.2 Office of Indian Education Training
31.3 Office of Indian Education Travel
31.4 Education Department Policy-Awards
31.5 Education Department Policy within Grade
31.6 Office of Indian Education Promotions
31.7 Office of Indian Education Employees on LWOP or Details

Response by staff of Office of Indian Education to August 1980, article in The Word. 2 pages.

Office of Indian Education Organization - Preprogram audit and August 1980, Chart.

Department of Education: Justification of appropriations. Estimates for Committees on Appropriations Fiscal Year 1981. Title: Indian Education.

Agency Grievance System - Instruction 771-3 Employee Grievance. 33 pages.

Example of Notification of Grant Award from Department of Education Grant and Procurement Management Division. 3 pages.

Estimates of Office of Education funds that benefit Indians or are attracted 1/ 2/ (in thousands of dollars). 13 pages.

Grant Application Process Procedures for the Office of Indian Education discretionary program.

Study Model used by the National Advisory Council on Indian Education.

(Missing) Mission statement of Office of Indian Education.

Program Audit Report, 1979. 21 pages.

August 26, 1976, Collective Bargaining Agreement between U.S. Office of Education Headquarters and Local 2607, American Federation of Government Employees. Labeled confidential. 88 pages.

Between Two Milestones, The First Report to the President of the United States by the Special Education Subcommittee of the National Council on Indian Opportunity, November 30, 1972.

Site Review Checklist Parts B & C Title IV, P.L. 92-318. Indian Education Act of 1972.

APPENDIX E

AGENDA for the NACIE STUDY TEAM
August 18-22, 1980
Washington, D.C.

Monday, August 18, 1980

8:00 a.m. - 9:30 a.m.	CONVENE STUDY TEAM--NACIE Office, Suite 326, 425 13th Street, NW -Dr. Helen M. Redbird, Study Director
10:00 a.m. - 12:00 noon	OFFICE OF INDIAN EDUCATION--FOB #6, Room 2177, 400 Maryland Avenue, S.W. -Interview with Dr. Gerald Gipp, Deputy Assistant Secretary for Indian Education
12:00 noon - 1:00 p.m.	LUNCH
1:00 p.m. - 1:30 p.m.	OFFICE OF INDIAN EDUCATION -Reconvene meeting in room reserved for Study Team
1:30 p.m. - 3:30 p.m.	OFFICE OF INDIAN EDUCATION -Interview with Mr. Ralph Bohrson
3:30 p.m. - 5:00 p.m.	OFFICE OF INDIAN EDUCATION -Interview with Ms. Judy Wagner
5:00 p.m.	RECESS

Tuesday, August 19, 1980

8:00 a.m. - 8:30 a.m.	OFFICE OF INDIAN EDUCATION -Dr. Helen M. Redbird, Study Director and members of the Study Team will discuss the activities for the day
8:30 a.m. - 9:45 a.m.	OFFICE OF INDIAN EDUCATION -Interview with Ms. Judy Baker
9:45 a.m. - 12:00 noon	OFFICE OF INDIAN EDUCATION -Interview with Dr. Hakin Khan, Division Director, Special Projects and Programs, B, C and Discretionary Programs and also Part A

12:00 noon - 1:00 p.m.	LUNCH
1:00 p.m. - 2:00 p.m.	OFFICE OF INDIAN EDUCATION -Interview with Mr. Jake Mainone, Chief/Indian Education and School Improvement Branch, Grants Procurement Division
2:00 p.m. - 2:35 p.m.	OFFICE OF INDIAN EDUCATION -Interview with Ms. Judy Baker
2:35 p.m. - 3:40 p.m.	OFFICE OF INDIAN EDUCATION -Interview with Mr. Oliver Abrams, Education Program Specialist, Part C and Education Profession Development, Division of Special Projects and Programs
3:40 p.m. - 5:00 p.m.	OFFICE OF INDIAN EDUCATION -Interviews with Ms. Patsy (Wagner) Mathews, Acting Planning Officer, OIE; and, Mr. Frank Robinson, Acting Executive Officer, OIE
5:00 p.m.	RECESS

Wednesday, August 20, 1980

8:00 a.m. - 9:00 a.m.	NACIE OFFICE -Dr. Helen M. Redbird, Study Director and members of the Study Team will discuss the activities of the day
10:00 a.m. - 12:00 noon	RAYBURN HOUSE OFFICE BUILDING--Room 2257 -Interviews with Mr. Alan Lovesee, Staff, Committee on Education and Labor, U.S. House of Representatives; Mr. Jeff McFarland, Staff, Committee on Education and Labor, U.S. House of Representatives; Mr. Byron Nielson, Staff, House Committee on Appropriations; Ms. Jo Jo Hunt, Counsel, Senate Select Committee on Indian Affairs, U.S. Senate; and, Ms. Marsha Linder, Legislative Assistant, Congressman Sidney Yates

12:00 noon - 1:00 p.m.	LUNCH
1:00 p.m. - 2:00 p.m.	RAYBURN HOUSE OFFICE BUILDING--Room 2257 -Interviews with Mr. Alan Lovesee and Mr. Jeff McFarland
2:15 p.m. - 2:30 p.m.	CANNON HOUSE OFFICE BUILDING--Room 314 -Interview with the Honorable Dale Kildee, U.S. House of Representatives
3:40 p.m. - 5:00 p.m.	OFFICE OF INDIAN EDUCATION -Interview with Mr. Larry LaMoure, Director, Division of Special Projects and Programs
5:00 p.m.	RECESS

Thursday, August 21, 1980

8:00 a.m. - 8:30 a.m.	OFFICE OF INDIAN EDUCATION -Dr. Helen M. Redbird, Study Director and members of the Study Team will discuss the activities of the day
8:30 a.m. - 10:00 a.m.	FOB #6--Room 1157 -Interview with Mr. Bill Floyd, Chief, Administrative Budget Branch
10:30 a.m. - 11:55 a.m.	OFFICE OF INDIAN EDUCATION -Interview with Ms. Berrita R. Parker, Program Specialist
11:55 a.m. - 12:30 p.m.	OFFICE OF INDIAN EDUCATION -Interview with Ms. Alice Ford, Education Program Specialist, East Coast Region
12:30 p.m. - 1:00 p.m.	LUNCH
1:15 p.m. - 2:30 p.m.	FOB #6--Room 2187-89 -Interviews with Dr. Thomas Minter, Assistant Secretary for Elementary & Secondary Education; Mr. Gary Kowalczyk, OESE, Special Assistant to Cora Beebe; Mr. Edwin Dorn,

	OESE, Executive Secretary to Dr. Minter; and, Ms. Judy Griffin, OESE, Executive Assistant to Dr. Minter
3:05 p.m. - 4:05 p.m.	OFFICE OF INDIAN EDUCATION -Interview with Ms. Mary Suazo, Program Specialist, Part B
4:05 p.m. - 4:50 p.m.	OFFICE OF INDIAN EDUCATION -Interview with Ms. Sonia Lenon, Program Specialist
4:50 p.m. - 5:00 p.m.	OFFICE OF INDIAN EDUCATION -Interview with Ms. Berrita R. Parker, Program Specialist
5:00 p.m.	RECESS

Friday, August 22, 1980

8:00 a.m. - 12:00 noon	NACIE OFFICE -Writing of Report
12:00 noon - 1:00 p.m.	LUNCH
1:00 p.m. - 5:00 p.m.	NACIE OFFICE -Writing of Report
5:00 p.m.	RECESS

Saturday, August 23, 1980

8:00 a.m. - 12:00 noon	NACIE OFFICE -Writing of Report
12:00 noon - 1:00 p.m.	LUNCH
1:00 p.m. - 5:00 p.m.	NACIE OFFICE -Writing of Report
5:00 p.m.	RECESS

Sunday, August 24, 1980

8:00 a.m. - 12:00 noon	NACIE OFFICE -Writing of Report

12:00 noon -	1:00 p.m.	LUNCH
1:00 p.m. -	5:00 p.m.	NACIE OFFICE -Writing of Report
5:00 p.m.		RECESS

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